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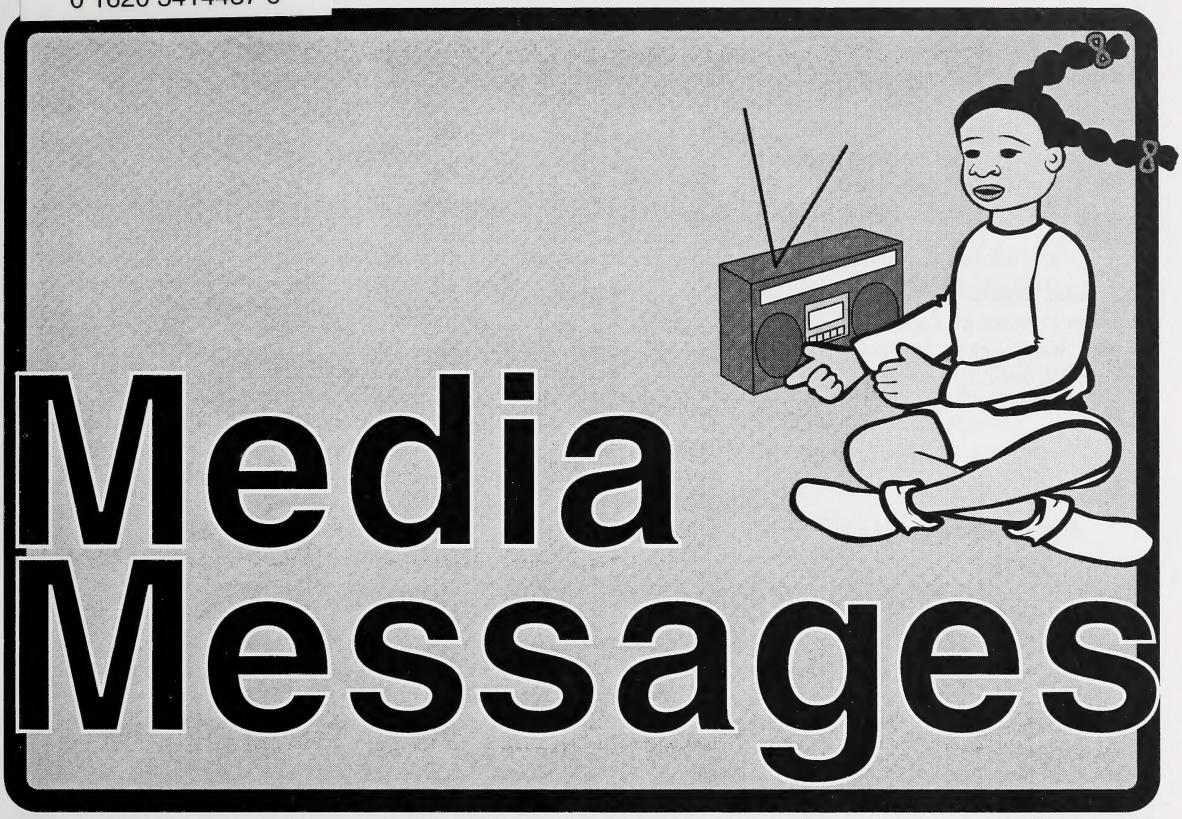

Media Messages

Special Interest Module

Grades 4–6

Teacher's Guide

Learning Technologies Branch

Alberta LEARNING

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Special Interest Module
Media Messages
Teacher's Guide
Learning Technologies Branch
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Students	
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	

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Media Messages Teacher's Guide

Focus of Module

This module is designed to put students in touch with the world of newspapers, radio, and television.

The module introduces the students to a brief history of the media, how a newspaper gets out the news, various careers in the media, and how the media affects decisions and buying habits. Finally, students take a quick look at the future of media.

There is an emphasis on having students create a newspaper or an audio or video project during Project Time. In order for students to receive the maximum learning experience from this module, the home instructor needs to have access to newspapers, radio, TV, and a VCR. The home instructor is also encouraged to provide opportunities for field trips to a newspaper, a radio station, and a TV station. Suggestions are given for other locations that may be of interest.

The project choices for Section 5 through to Section 9 involve the development of a media project, which may challenge some students. Allowing extra time for the media project at the end of the module should give students the support they may need to complete their work.

Language Arts, Science, and Fine Arts activities are integrated into the *Media Messages* module. The following is a summary of the subject-related skills addressed in this module:

Language Arts

- writing newspaper articles, articles for audio/video presentations, and various ads
- reading a variety of information in fact boxes and additional print resources
- writing a letter, using the correct format
- learning a media-based vocabulary
- conducting an interview

Science

- doing experiments relating to radio waves
- learning about sound effects and special effects

Fine Arts

- creating comic strips
- drawing pictures
- doing a radio or video play

Section 1: Meet the Press!

Focus: The lessons and activities for Section 1 involve having the students learn about the newspaper, radio, and television media.

Reading Time

Students read the fact box called **Spreading the News—Then and Now**.

Talking It Over

The following questions, based on the information in the fact box, are discussed with the home instructor:

1. How many years ago was the first newspaper in North America published?
2. If "penny papers" got their name because they cost a penny, what might you call some newspapers today?
3. Why do you think the first radio was called the "the wireless"?
4. Why do you think so many people in Canada have a TV?

Exploring Time

Explore the Newspaper

Students play a newspaper scavenger-hunt game. They look through a daily or weekly newspaper to find something to match to each of the following items and check off each item they find:

- an ad for something they would like to buy
- an exciting sports report
- a photograph that catches their eye
- a movie they would like to see
- a story that gives facts
- a letter that expresses someone's opinion
- a cartoon about something in the news
- a picture or report of what the weather is like

Two of the items should be cut out from the paper and pasted and labelled in the Student Book.

Explore the Radio

Students complete a radio-program chart, listing **five** different radio-listening times during the day. They listen for the following types of programs:

- the news
- a weather report
- a sports report
- community bulletins
- a talk show
- music (for example, top 40, country, rock)
- a radio drama

The following spaces in the chart are to be completed:

- name of radio station
- program times (5 examples)
- type of program (5 examples)

Explore the Television

Students answer the following questions about TV viewing. Answers will vary.

1. What is the name of the show?
2. What time is this show on?
3. What kind of show is it?
4. Tell about something you saw or learned watching this show.
5. Why did you choose to watch this show?

Project Time

Section 1 Project: News from My Country

Subjects: Social Studies/Language Arts
Purpose: to look for information in newspapers

Students put together an information package for someone in another country, using **five** articles from a newspaper. The articles should be about clothing, customs, celebrations, and foods.

In the Student Book, students name the **five** newspaper articles that they found and explain why each article was chosen.

Section 2: Read All About It!

Focus: Students take a closer look at a newspaper, learn about newspaper terms, and learn about the people who work in a newspaper office.

Reading Time

Students read the **What's News?** fact box.

Looking at Words

Students begin by trying to match newspaper words to their definitions. The correct answers are given in the module.

Students look through a newspaper for examples of a dateline, a caption, a byline, and a headline. Then, they cut them out and paste them into their Student Book.

Exploring Time

Explore Reading Habits

Students talk to family members about the parts of a newspaper each likes to read. Then, they spend about 10 minutes skimming through a newspaper, and they make some decisions about what they like to read.

Students put the information they collect on a Reading Wheel located in their Student Book. The directions for completing this activity are in the Student Book.

Project Time

Project Choice 1: Front Page News

Subjects: Language Arts/Social Studies
Purpose: to explore the front page of a newspaper

Students design a front page for a family newspaper, using articles cut out from a newspaper. They choose stories and photographs that family members would want to read (as the results in their Reading Wheel have indicated). Their paper has to have a name, a headline, and a cutline.

Project Choice 2: From News to Newspaper

Subject: Social Studies
Purpose: to see how a newspaper is produced

This project is a field trip to a newspaper office in the student's community. Students are expected to jot down some questions in advance to ask while on the field trip. Interviewing tips are provided in the module.

In their Student Book, students write **three** interesting things that they found out about newspapers on their field trip.

Section 3: Tune in to Radio

Focus: Students read about radio programming, learn some radio terms, and make a radio broadcast.

Reading Time

Students read the fact box called **Radio Waves Through the Air** to find out how radio programs get into their homes.

Talking It Over

The following questions, based on the information in the fact box, are discussed with the home instructor:

1. Why do studios remove outside sounds from their broadcasts?
2. Why do some radio stations play only one kind of music?
3. What are some different kinds of antennae you've seen?
4. What other people besides police might use two-way radios? For what purpose would they use them?

Looking at Words

Students guess at and write a meaning for each of the following words in their Student Book:

- announcer
- broadcast
- item
- jingle
- microphone

Students look up these words in a dictionary, read the correct meanings, and examine how these definitions compare to their own. The students' own definitions are not to be changed, so that the teacher can see what students **think** the words mean.

Exploring Time

Explore Radio Broadcasting

Students record a radio show assuming the role of **one** of the following: sports reporter, weather reporter, or disc jockey. Suggestions for each type of reporting are outlined in the module. The taped show begins with the student's name, section number, activity name, and a set of call letters for the "radio station." The tape will be sent in when students complete Section 9.

Project Time

Project Choice 1: Make a Visit!

Subject: Social Studies
Propose: to learn about radio stations or other kinds of radios

Students select one of the following field trips:

- a radio station
- a ham radio operator
- a fire station or police station

They prepare some questions in advance and take along a note pad and pencil or a tape recorder to make notes during the interview.

In their Student Book, students write **three** interesting things they learned about different types of radios or radio stations.

Project Choice 2: Making Waves

Subject: Science
Purpose: to discover more about radio waves

This is a science experiment where students make radio waves. They describe the results of the experiment in their Student Book. Their description is to be written as a report rather than a formal science experiment.

Section 4: Zoom in on Television

Focus: Students read about TV and TV jobs, find out how TV works, explore TV watching, and make a TV-Viewing Log.

Reading Time

Students read the **Who Does What?** fact box.

Exploring Time

Students complete a TV-scavenger hunt in their Student Book, using a TV-program guide or newspaper TV listings to answer the following questions:

1. Write the call number for **two** different TV stations.
2. Name **three** TV programs that are on Thursday at 8:00 P.M.
3. Which TV shows on Thursday at 8:00 P.M. are Canadian, and which are American?

Answers will vary.

Explore Your Thoughts About TV

Students write a paragraph in their Student Book to explain their reasons for watching or not watching TV. Some of the following ideas should be included in the paragraph:

- the types of programs they watch
- why they watch these programs
- what they would like to see more or less of on TV
- what they like and don't like about TV
- what they would do instead of watching TV

Students edit and proofread their work to complete the activity.

Exploring Your TV Viewing

Students begin work in their Student Book on a TV-Viewing Log that will continue over the next five days. They total the number of hours they watched TV at the end of each day. In Section 9, they will come back to this chart to compare their guess to the actual number of hours they watched TV. Complete directions are given to the students in their Student Book.

Project Time

Section 4 Project: TV in the Making

Subject: Social Studies
Purpose: to see how a TV station operates

This project is a field trip to a local TV station. Students prepare questions in advance to ask about how a TV station works. Interview tips are provided in the module.

Answers will vary.

Section 5: Behind the News

Focus: Students read about the news; then, they complete **two of three** suggested activities in Exploring Time finding the lead in a newspaper story, taping a radio news report, or analysing a TV news report.

Exploring Time

Explore a News Story

Students read the **What's in a News Story?** fact box. They cut out a newspaper news story of their choice, using the article to find answers to the 5 Ws and H.

They record the 5 Ws and H answers from the article in a chart in their Student Book along with the article's headline.

Explore Radio News

Students read the fact box called **The 30-second Clip**, time a news clip on the radio, and write a 30-second news clip in their Student Book.

Following these activities, students record their own news clip on audiotape. Students begin by giving their name and the title of the activity. The tape will be sent in when the students complete Section 9.

Explore TV News

Students read the information in the fact box called **Stay Tuned for the News**. Then, they watch a TV news broadcast of their choice, making notes for the following questions:

- What is the lead story about?
- What are the topics for the next **four** news stories?

Students answer the following questions in their Student Book, using complete sentences:

1. What were the most important news stories?
2. Why do you think these stories were on the news?
3. Why do you think today's lead story was first?

Answers will vary.

Project Time

Project Choice 1: Newspaper Challenge

Subjects: Language Arts/Social Studies
Purpose: to learn about the main elements of a news story

Students begin the first part of this newspaper project in this section. They have the remainder of the section to finish it. Students are told to select only Project Choice 1 in the next few sections, as these projects will be exclusively about assembling a newspaper.

They begin their project by writing a lead story. The story has a lead paragraph followed by two more paragraphs. They edit their story and prepare a final copy, complete with a byline, a picture or photo, and a cutline.

The story is put away until Section 9.

Project Choice 2: First with the News

Subjects: Language Arts/Social Studies
Purpose: to write and record a news story

Students begin the first part of an audio or video project in this section. Students are told to select only Project Choice 2 in the next few sections, as these projects will be exclusively about radio or TV programming.

In this section, students write and record, either on audiotape or videotape, a story about a community or family event.

The story is put away until Section 9.

Section 6: That's Entertainment!

Focus: Students explore the lighter side of the media.

Exploring Time

Students read through each of the following three media activities and choose **two** to complete.

Explore Newspaper Columns

Students read the fact box called **In My Opinion**. Then, they write a feature column (for example, pet care, gardening, travel), complete with a title and byline, in their Student Book.

Explore Radio "Pictures"

Students read the fact box called **Hear! Hear!** The home instructor is asked to tape about 10 minutes of a favourite radio program for them in advance. Students listen to the taped selection a few times and then make a drawing of something they "see" while listening. The drawing should be done in paints, crayons, or felt markers. It should be labelled and include a sentence or two explaining what the picture is about. It will be sent in when students complete Section 9.

Explore TV Programs

Students read **Now You See It** for a description of the variety of programs on TV. Then, through discussion with the home instructor, they think of at least one TV program that can be grouped under each of the six program headings in the fact box.

Students choose one of the programs on their list to write a letter to a program producer. The five parts of a letter outlined in the **Letter-Writing Tips** fact box are to be incorporated in the letter.

In their Student Book, students write—or use a computer to prepare—a letter to describe their feelings about a TV program. The letter should include the following:

- what it is they like about the program
- what it is they don't like about the program
- suggestions for changing the program
- ideas for a new story for the program

When they are finished, students review their letter and make any necessary changes.

Project Time

Project Choice 1: Entertainment Today!

Subjects: Language Arts/Social Studies
Purpose: to discover differences between feature and news writing

Students involved in the newspaper media project write a feature story about **one** of the following:

- a movie or video
- a current event
- an important or interesting person
- a sports event or a sports personality
- another entertainment topic of their choice

The story should contain an opinion, a strong opening sentence, supporting sentences, and a good closing sentence. The story should also include a headline, the student's name, and a picture at the top. The story is put away until Section 9.

Project Choice 2: Let Me Entertain You!

Subjects: Language Arts/Fine Arts
Purpose: to look at another aspect of broadcasting

Students involved in the audio or video media project produce a short four- or five-minute entertainment show for radio or TV.

For radio, students choose a talk show, an interview, a music program, a sports broadcast, or something of their own choice. For video, students choose to conduct an interview with a sports personality or famous person, film the action at a game, or do something of their own choice. The show should include the station name, the student's name, and the names of anyone else involved in the show.

The work is put away for now and continued in the next section.

Section 7: Don't Be Fooled!

Focus: Students take a look at comics, special effects, and sound effects.

Exploring Time

Students read the three section activities and fact boxes, and then they choose **two** to complete.

Explore a Comic Strip

Students read the **Comics Are Funny . . . and Serious** fact box.

In their Student Book, students cut and paste a favourite comic strip from a newspaper. They examine the comic they have selected, and they write a sentence to describe the real-life situation or problem the comic strip is presenting. They write if they would or wouldn't agree with the solution presented. Then, they draw a different solution in the box space provided.

Explore Sound Effects

Students read the fact box **Sounds Behind the Scenes** to find out how sound effects create "pictures" for radio plays.

Using materials from around the home, students develop four or five different sound effects and choose the best one to record on an audiotape. The tape begins with the student's name, section number, and activity name. After the sound effect has been recorded, students name it and explain what materials were used to create it.

Explore Special Effects

Students read the **Stunts and Special Effects** fact box.

In their Students Book, students write—or use a computer to prepare—a paragraph about special effects. The paragraph should include the following information:

- how they know when something is real or make-believe
- what they know about makeup, costumes, sets, props, stunts, and special effects
- how TV makes things different than they really are

Students check their work for complete sentences, correct punctuation, capitalization, and spelling.

Project Time

Project Choice 1: Comic Capers

Subjects: Language Arts/Arts and Crafts
Purpose: to write and illustrate a comic strip

Students make a comic strip for their newspaper project. The module suggests that they look at other comic strips. The comic character can be an ordinary person, a talking animal, a super hero, or the student's choice. The strip should be simple, including only a few words, a punch line in the last frame, and a title.

The comic strip is put away until Section 9.

Project Choice 2: Laugh Time!

Subjects: Language Arts/Drama
Purpose: to tape a humorous segment

Students make a short, funny video or audiotape recording.

The audiotape program could be a short radio play, a stand-up comic routine, or a reading of a short, funny story.

A video program could use the same ideas, as well as some scenery and costumes, as the audio program. It could also be a children's variety show or a pet show.

Students are advised to make a plan; include a beginning, middle, and end; keep the program short; introduce the program; and name the other people involved.

The tape is put away until it's used again in the next section.

Section 8: Advertise It!

Focus: Students take a closer look at advertising on radio, in newspapers, and on television.

Exploring Time

Explore Newspaper Ads

Students begin by reading the **Read This!** fact sheet. Then, they find an example of a classified ad and a display ad in a newspaper to plan a trip or party. Using the ads and advertising flyers as a source, they cut out pictures of the things they need to buy and glue them onto a piece of paper.

After totalling the cost of these purchases, students describe in their Student Book what they learned about shopping with newspaper ads.

Explore a Radio Spot

Students begin by reading **Radio Spots**. Then, they tune in to a local radio show and spend a few minutes listening to commercials. They are asked to examine if the commercials persuade people to buy things.

Explore TV Advertising

Students choose a 30-minute TV program. Using a watch with a second hand, they time the commercials that are part of the show.

In their Student Book, students calculate the amount of commercial minutes in the TV show they watched and answer the following questions about commercials:

1. Name **one** advertised product shown in a commercial that you watched.
2. What do you know about this product?
3. What would you do to improve this commercial?

Answers will vary.

Explore the Power of Advertising

Students take a walk through their home to identify recently purchased items. They talk with their home instructor about why he or she bought the product and what convinced him or her to choose the particular brand or make.

In their Student Book, students answer the following questions:

1. Have you or anyone in your family ever bought a product advertised on TV?
2. Were you satisfied with the product? Why or why not?
3. What did the commercial for that product do to persuade you to buy it?

Answers will vary.

Project Time

Project Choice 1: Buy and Sell!

Subjects: Language Arts/Arts and Crafts
Purpose: to design an effective ad

Students make up a display ad for a store or product using the following questions as a guide:

- What will your ad look like?
- What will it say to grab your readers' attention?

The ad will be a sketch with a catchy slogan.

Students write a classified ad to sell something or find something that's been lost.

These ads are put away until Section 9.

Project Choice 2: Buy This!

Subjects: Language Arts/Fine Arts
Purpose: to make a commercial

Students make a radio or TV spot for a special product. They tape their own jingle or add music. The tape is put away until Section 9.

Section 9: Tune in Tomorrow

Focus: In this wrap-up section, students take a second look at the TV-Viewing Log they began in Section 4, complete their newspaper or audio/video presentation, and read an article about the future of media.

Exploring Time

Explore Your TV-Viewing Habits

Students turn to the TV-Viewing Log in Section 4 in their Student Book to complete the chart.

Then, students check off, in their Student Book, things they would do if there was no TV.

Explore Future Media

Students read **Where Are We Headed?** to find out what media in the twenty-first century will look like.

They describe and illustrate a machine in the future, following the directions in the Student Book.

Wrap-up Time

This is an opportunity for students to complete their media project begun in Section 5. Students are directed to take extra time if they need more time to complete their project.

Students working on a newspaper should ensure that their newspaper has the following:

- a name, printed in large letters at the top of the front page
- a date printed at the top and to one side
- a lead story, sports or entertainment feature story, comic strip, and the display and classified ads
- the student's name written on the back

Students working on an audio or video program should ensure that their project

- is reviewed and presentations are finished or revised
- includes call letters and an introduction
- is organized in the way that they want the audience to hear/see them

Questions, chart, and tape directions for student review of the media can be found in the Student Book.

The **Gathering Your Work** list is also in the Student Book.

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